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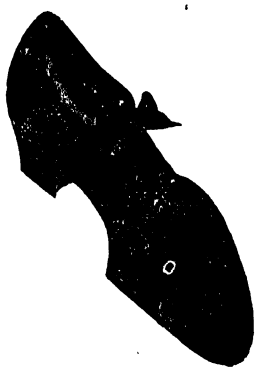

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The Filipino Teacher

A MONTHLY JOURNAL PUBLISHED BY THE PHILIPPINE TEACHERS' ASSOCIATION

VICENTE DIAZ, Editor

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EDITOR'S PAGE

A GOOD IDEA The Executive Board of the Philippine Teachers' Association has, in its last meeting, adopted a resolution to the effect that the several Provincial Committees of the Association be instructed to deliver lectures to the people about matters pertaining to civics, sanitation and hygiene, agriculture, industries, prevention of cruelty to animals etc. Knowing the present condition of the masses,—a condition resulting from the apparent neglect in the past, of enlightening the people as to these rudimentary knowledge essential to the well-being of a community—and considering that any work which has for its tendency the social and intellectual uplift of a country cannot prosper unless it is begun with the masses, the idea conceived by the Executive Board of the Association deserves more than a passing attention.

The idea is not a new one. The Philippine Legislature has already passed a law to this effect, but although the Bureau of Education has already given the necessary instructions for carrying out the work, few of our municipalities have as yet availed themselves of this opportunity. We can not tell with certainty the why of this seeming indifference on the part of many of our municipalities, but be it as it may, these lectures cannot fail to be of immeasurable benefit to the masses who have always been eager to grasp and adopt useful knowledge. The members of the P. T. A. who have the interest of their country at heart, and who are faithful to the lofty aims of their organization,—an organization which, be it said in passing, "is the highest expression of the most advanced and modern progress in the whole Philippine Archipelago," (to quote the words of one of the most prominent Superintendents in these Islands)—the members of the P. T. A. we repeat, cannot do a more everlasting service to their country than by beginning these lectures so as to impart to the people the knowledge they so pressingly need and which has so long been witheld from them. Give these lectures in the dialect of the community and we have no doubt but that every truth, every light imparted by the lecturer to his hearers will be adopted into homes where the standards of living are sadly in need of improvement.

Let us here point out, if we may be allowed, some of the present existing conditions in many localities,—conditions which through these lectures can be, if not entirely eradicated, at least gradually improved and changed. Here is a village essentially agricultural but whose people, instead of availing of the richness of the soil for planting vegetables and eatables after their rice is harvested, leaves the ground idle and depend exclusively on the product of the year's harvest. In many instances the year's harvest fails or gives

out before the soil is prepared for another harvest and then the people find themselves on the verge of starvation. Had they planted other crops which could help them in case their harvest fails or gives out, instead of selecting rice and devoting all their time to its cultivation to the exclusion of all other crops which grow as easily as rice, they would not find themselves in such helpless condition. In the same village there is a group of people who, having no carabaos nor farms, find themselves unable to raise anything, but instead of engaging themselves in other occupations which are also profitable and self supporting, such as fowl-raising, vegetable raising etc. they stay at home with crossed arms as if everything they need will come unsummoned, or else pass their time in games of chance. In another village everything is well, but the people are all at the mercy of an ambitious man or group of ambitious men, just because they (the people) have never been told that they have certain rights which if they cannot personally defend and maintain will be defended and maintained by a government which protects them. Here is another village where the homes and the methods of living of the people are unsanitary and unhygienic but which, by kind and helpful suggestions, can be made better. There is another village where in spite of having a properly managed school-house, only sixty or seventy per cent of the children go to it as their parents oblige their children to work with them in the field at an early age, thus neglecting their instruction, ignoring perhaps that child-labor or child-slavery, whatever reasons are evoked for its support, is extremely detrimental to the physical and intellectual development of their children and no one will feel the effect of such detriment more keenly than the parents themselves.

These and others are the points which can be profitably taken up in these lectures and explained in detail to the people. We have but one sug-

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gestion to make regarding these lectures and it is this: that specially if the conditions in the locality are similar to what we mentioned above, the lectures be given in such earnest, kind and symphathetic manner that the people may feel that it is not the purpose of the lecturer to *criticize* them but rather to *help* them change these conditions for the better because there is need of improving them.

The conditions surrounding the Philippine Teachers' Association are all highly favorable to the efficient accomplishment of this meritorious work. The government alone can not effect the social and intellectual uplift of this country; there must be mutual cooperation and united action on the part of *all* the people. Will the Provincial Committees of the P. T. A. in Manila, Bulacan, Cavite, Rizal, Pampanga, Zambales, Pangasinan, Cebú and Leyte and their corresponding municipal Committees, take up this matter in the same spirit of earnestness and enthusiasm as the country has the right to expect of them? Upon them we leave the answer.

The Teaching Process

Real teaching, as differentiated from normal teaching, is quite a complicated process. The onlooker sees the teacher call up classes, hears questions propounded and answers given, and concludes that the teaching process consists in hearing recitations And it is a sorrowful fact that very many teachers do no more than hear recitations.

Teaching may be defined as the process by which normal mental evolution is effected.

1. The various arts that mankind has discovered must be imparted to the pupil. In this he is a coworker with the parent. Of late years the school has undertaken to see that the pupil can work in wood, leather, and metal; can sew and cook, tho these arts were once imparted solely in the home. Now writing, reading, computation, bookkeeping, composition, drawing, and molding in clay are arts the teacher is charged to impart.

2. There is a body of knowledge which in a civilized condition all youths should possess.

The teacher should (1) know what a child six seven, eight etc. years of age should be acquainted with; (2) should possess the skill to have that quickly acquired and rightly understood.

This knowledge concerns (1.°) himself, (2.°) the earth, (3.°) people (4.°) things, (5.°) right duties.

3 The power to think clearly and connectedly; to arrive at just judgments; to have a strong memory comes from training—which is a part of the teaching process.

(4) A most important thing to learn is how to treat others rightly. The coming together of ten, twenty, or more of youth furnishes an opportunity to train them in sociology. Not only must they acquire the outward form society demands, but also the foundation principles that hold society together.

5. There must be an exhibition of personal interest by the teacher; the infusion of suitable novelty; the utterance of joyous music from time to time; the appearance of smiles, possible laughter at sallies of wit and humor,—the whole scene must be irradiated with gladness. The school is a miniature world; it must possess the element of gladness the Creator put into this world of ours.

6. Youth form ideals; it is the ideal-forming period. It will be a daily study of the teacher to form [illegible] and noble ideals of life and conduct.

"I do not remember what I studied," said a pupil of Dr. Arnold, "but I remember that he taught me to hate a lie."

7. Youths are constructing a philosophy of life. The catechism tells us the chief end of life is to glorify God. The higher ends of existence must be presented. That one who comes to school to get ready to work in a store or on the farm must be overcome by loftier considerations.

In the last analysis the great teacher is one who deals rightly with the last two elements cited above. No matter how obscure the school may be, how remote from the center of civilization, how rarely visited, how small the salary paid, on the teacher rests the responsibility to have his teaching process all of these elements

If it lacks any one of them it is partial, incomplete, unfinished, imperfect

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Dr. David P. Barrows (*)

* * * * * * *

The honor that have come to Dr. Barrows have come unsought. I well remember that time six years ago, when the first position in the Bureau of Education was left vacant. Dr. Barrows was then in another department of the government, in a work which engaged his entire interest. Though he had formerly been in this bureau, he had no thought of returning to it. Governor Taft sent for him and offered this important post to him, as the best man in the Philippines for the place. Dr. Barrows not only used no political influence to promote his interest at that time, but I know that he did not even suggest himself directly or indirectly to the appointing power for favorable attention.

And this is typical of the man. He has ever, in the discharge of his onerous duties as Director of Education, pushed to the front the interests of the service and left his own personal interests to care for themselves. I am sure that in all these years he has never, by one word written or spoken, pressed himself upon the attention of those who are in a position to give him official advancement. He has been satisfied to do his piece of work as well as he might, and he finds his reward in the present large results of those labors.

And this attitude which he has maintained with respect to those above him, he has demanded of those below. In all these years I have never known him to make one appointment or raise one salary or give one favorable assignment for political reasons, or to curry favor with any individual or party or faction. He may have erred from time to time in his judgment of men, or of the exact ends to be sought, but his every decision has been an honest one; the advancement of this great work his only aim. And every man in the Bureau of Education today knows this, and knows that the Director is disposed to give him a square deal.

DR. DAVID P. BARROWS,
Departing Director of Education.

The chief of this bureau has two thousand persons subject to his direction. If ever through weaknes or design he depart from the present high standard, and stoop to make appointments from political considerations, or manipulate this great force through promotions or special favors for his personal advantage, the morale of the service will undergo an immediate and radical transformation. If it be seen that influence brings surer and quicker reward than merit, the present vigorous and inspiring rivalry among superintendents, supervisors and teachers to accomplish large results will disappear, and our people will find themselves floundering in a sea of petty politics. Such a day would be a sorry one for the Bureau of Education. But I do not anticipate any such calamity. Our Director has built strongly, and we honor him for it.

Dr. Barrows has taken a hold upon our *affections*, also, perhaps one of the reason for this fact is that he is very, very human. He has more real human nature wrapped up in his mind and body than any man I ever knew.

* * * * * * *

He may have his faults, (and we love him for some of them); he may be lacking at times in what men call tact; he is surely no politician; but he is a great big-hearted, keen-minded man, with standards af honor ond virtue which will always distinguish his administration in the history of education in these Islands, and will endear him to us so long as we live.

Now, what about Mrs. Barrows. I know she doesn't want to be talked about, but she can't escape us to-night. I have been out in the provinces time after time, and have heard a hundred teachers tell of her kindness, her thoughtfulnes in cases of illness of our people, when she took no thought at all of her own personal comfort and convenience. She has the habit of doing the kind things, the self-sacrificing thing simply because she is that kind of a woman. Her home has been open to us all, not because we enjoy any social prominence or official distinction, but because we are a part of her great family. She is more than a friend. She is our elder sister, and we shall miss her keenly.

Now those of us who have been working by Dr. Barrows' side in the General Office and, inspired by the contagion of his enthusiasam, have helped him to do some of the large things which he has accomplished during these years, who have been touched by

(*) Extracts from the speech delivered by Mr. Frank R. White, Second Assistant Director of Education, in the Farewell Banquet tendered to Dr. and Mrs. Barrows.—*Editor.*

Mrs. Barrows' kindness and unfailing hospitality, have thought that they should carry away some material expression of our regard; and the division superintendents of schools have had a similar impulse, and they have united in another remembrance.

Dr. and Mrs. Barrows, this table at which you sit is given you by the American and Filipino members of the General Office force, and these chairs about that table are the gift of the entire force of division superintendents from Cagayan in the south to Cagayan in the north. They are made of narra, the choicest product of the Philippine forests. Take them with you if you will, wherever you may make your home, and keep them as long as you will, as a token of our unfailing admiration and love for you both.

A Successful Instructor

B. ELAYDA.

The Educational Bureau in the Philippines must be proud of the expert American instructors who have come here to share with the Filipino youths the reaping fruit of their professions. One among them is Mr. J. Edgar Corley, Acting Division Superintendent of Zambales. The Filipino teachers must be proud of him also for he is a simpathizer of the journal of this known teachers' association.

Mr. Corley was educated in Henry College, University of Texas and in Washington and Lee University in Virginia. For a number of years he worked as teacher in the United States and worked in all grades of school work from ungraded schools to high schools. He also worked in one of the best secondary schools of Texas. Being a distinguished scholar in science, for two years he was employed as first assistant in the department of mathematics in Henry College, at which institution he received the degree of Ph B. Also he was a graduate of Washington and Lee University from which he obtained the degree of A. M. During his last year at this university he was again engaged as instructor in the department of mathematics and did class room work, whereby he has proven his teaching and thinking power to his pupils in the class of mathematics.

In 1901 he came to the Philippines as teacher and was assigned to Capangan, Benguet for a few months and then was transferred to Baguio where he worked until the end of the school year. He was then transfered to Union province and taught there for two school years. In 1904 he taught in Pangasinan as supervising teacher at San Carlos and while there the attendance increased nearly 3,500 and during his one year service in such province he was the principal of the Normal Institute of the province for two sessions.

In fact Mr. Corley is a man of positive qualities of which the foremost is perpetual activity which has made him attend to his duties so wisely that in 1905 he was appointed Division Superintendent for Negros Occidental and remained there until 1907. He resigned his position for further advancement, and returned to the United States for the purpose of reentering the University of Washington and Lee and *en route* to

MR. J. EDGAR CORLEY, PH. B, A. M.

Acting Div. Supt. of Zambales.

the States he spent over four months visiting Straits Settlements, India, Egypt and Europe. While in the States he devoted his time to the study of sciences and arts. In summer 1908 he was appointed head of the department of mathematics in the Corsicana High School of Texas, but he resigned this position to return to the "Orient" arriving here in the latter part of March of this year. On his arrival in Manila he was assigned to Zambales to relieve the division superintendent who was on leave of absence

Mr. Corley's profession is teaching and it has been since he was very young and began to teach at the age of seventeen years. He has, therefore, the maturity by age and broader reasoning power acquired from his scientific training. His purpose is to do what he thinks is his duty in all institutions He believes that it is his duty to do all he can, and see that all the work under him is faithfully and efficiently performed. The secret of his success lies in the achievement of his scholarship and in his cooperation with his co-workers.

In reference to his attitude toward the Filipinos he has sympathy with the native teachers and high appreciation for their faithfulness and earnestness which characterize the work of the big mass of these teachers. His Filipino friends consider him a man of great culture and of excecutive ability and "C'est un homme comme il faut", and his relation with them has always been unusually pleasant.

JUGUETES, JUGUETES, JUGUETES, siempre muchos juguetes Acudid niños!!! muy baratos, y siempre baratos en **LA PUERTA DEL SOL.**

WOMAN'S PAGE

"Valuable Hints to Teachers" and "Series of Duties"

Let me, dear reader, distribute the seeds which I have gathered from one special branch of a tree under which I have sheltered.

This is sincerely dedicated to all but especially to the ones who were not with me under that too-dearly-priced, highly honored and never-to-be-forgotten tree.

Let us then plant the following seeds in our minds and *some* in our pupils'.

1. Upon no other day of the school year does so much depend as upon the first day. The impressions made the first day will be lasting and will have a powerful influence for good or bad upon all future work.

2. Know definitely the organization of the preceeding year.

3. Information can be obtained from the records of the former teachers. (See that your schoo house is in good order before the school begins)

4. Begin as you expect to continue. Allow no liberties the first day, that you do not expect to grant the next week and next month.

5. The secret of success in organizing a school lies in the ability of the teacher to assign work promptly and to keep pupils busy.

6 Study your work carefully. Have clearly in mind ust what you are going to do before begining and how you are going to do it before beginning, in this way you will gain and retain the respect and confidence of your pupils.

"SCHOOL TACTICS"

1. Proper school tactics save time, impart vigor, improve the appearance and spirit of the school and train to the habit of exact and prompt obedience.

2. Order results from system (Disorder from lack of system)

3. The teacher not less than the military commander needs to be master of well planned tactics.

"PRINCIPLES"

1. School tactics should be uniformed.

2. To each movement should be necessitated by school work

3. Signals few and significant.

4. Signals given in a low, firm tone

5. Movement should be executed quietly, quickly and with precision (exactness.)

(I) Calling School.
(II) Dismissing School.
(III) Calling Classes.
(IV) Board Tactics.
(V) Hand Tactics.
(VI) Concert Tactics (Answering in unison.)

"SERIES OF DUTIES"

I —"TEACHERS' DUTIES"

I Duties of Teachers for themselves.

1. To use every effort to improve in the science and art of teaching and in the art of school management

2. To exercise a watchful care over every act and word, teaching by example as well as by precept (words)

3. To attend teacher's meeting and educational associations.

4. To spare no pains to preserve the health.

5. To pursue some branch of study outside of the professional work.

6. To read educational books and journals.

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II. Duties of Teachers to each other

1. To aid and encourage fellow teachers, a friendly appreciation and recognition of their work.

2. To give other teachers the benefit of methods you consider good.

3. To extend every courtesy and render every assistance to teachers just entering upon duty. To sustain your fellow teacher in the discharge of duty.

III. The Duties of Teachers to the School property

1. To make the school-room pleasant and attractive.

2. To take good care of all the property entrusted to you.

3. To inspect daily all properties and report any damage.

4. To take every precaution, to guard against danger by fire.

5. To leave everything in satisfactory shape in leaving the school.

6. To improve the school-grounds.

IV. Duties of Teachers to Parents of Pupils

1. To avoid wounding the feeling of any parent by word or manner.

2. To endeavor to secure the confidence and cooperation of parents in your effort to benefit their children.

3. To know that a dispassionate conversation with a parent will almost always convince him that you are pursuing a correct force with his child.

4. To keep parents fully informed of the doings and progress of their children.

V. Duties of Teachers to Pupils

1. To know that a pupil's true education is a growth consequent upon the proper exercise of all his faculties.

2. To know that knowledge and discipline come through the acquisition of knowledge.

3. To know that neglect, mistakes, blunders, or carelessness on your part are disastrous to pupils and most difficult to remedy.

4. To remember that children are children and need assistance in many ways, but that the most valuable work for a pupil under wise guidance is the work which he does for himself

5. To be ever thoughtful of the future of your pupils and to make all school work and discipline such as will be of lasting service to them.

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6 To remember that what a pupil grows to be is of more importance than what he lives to know.

7. To make yourself acquainted with the home influences affecting your pupils.

8. To teach your pupils how to study

9. To commend your pupils for all earnest work and effort.

10. To teach the reason for and the value of good school order.

11. To train your pupils to the habit of obeying the laws of health.

12. To teach your pupils to do right because it is right.

13. It is your duty to encourage a cheerful spirit in all school work.

14. To require nothing of a pupil that there is doubt of his ability to do.

15. To notice the faults in manner, conduct, and language and kindly correct them.

16. To understand throughly any complaint against a pupil before acting upon it.

17. To make no mention of former faults or irregularities that have been settled

18. To be *just* and *impartial* in all your dealings with pupils.

VI. Duties of Teachers to the School

1. To be always neat and tidy in dress.
2. To be at your post on time.
3. To be systematic and methodical in your work.
4 To be *cheerful* and *enthusiastic* in your work
5. To keep classes supplied with proper work.
6. To give your undivided attention to school duties during school sessions.
7. To have a carefully planned program for daily exercise and to follow it closely.
8. To work your classes on the prescribed course of study.

9 It is your duty to talk *little* and do *much*.

10 It is your duty to read educational literature.

11. To know that good school government exists only where each pupil attends quietly and faithfully to his own business at his own desk.

12 It is your duty to rely upon your own tact, skill, energy, and devotion to your school work.

13. To feel an honest pride in your school and a determination that its work and progres shall give it a high rank among the schools.

14 To guard against the loss of time and waste of effort from the following causes:—

(1.) Stopping work to attend to individual cases of discipline.
(2) Waiting for dilatory pupils.
(3) Talking upon matters of little importance.
(4.) Slow and noisy movement of the pupils about the room.
(5.) Inadequate preparation for the recitation.
(6.) Permitting irrelevant questions by pupils.
(7) Allowing pointless corrections by pupils.
(8.) Wandering from subject matter of recitations.
(9) Speaking too slowly.
(10) Speaking in such tones as to disturb and distract pupils at their work.
(11) Having no definite order of proceedure in a recitation.
(12) Dwelling upon what pupils already know.
(13.) Repetition of answers or parts of answers.
(14) Inattention, requiring repetition of questions.
(15.) Failure by some pupils to understand each step in a recitation.
(16.) Having no well defined "*next*" upon which to direct the effort.

(To be continued.)

(Miss) P. U. NAZARENO,
Paco Primary School, Manila.

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The Month in Review

PREPARING FOR THE CARNIVAL

—Those who were present in Manila during the Carnival Week last year, all returned home with the unanimous verdict that it *was* a great thing. It was indeed a great thing because Director O'Reilly spared no effort to make it so. Director Meham of next year's Carnival, however, is trying to make the coming festival ecclipse the last one, and judging from the preparations now being made, he bids fair to succeed in his desire. An important feature of the coming Carnival will be the Chorus of 5,000 school-children of the Manila Schools. Miss Katherine Black, the genial Supervisor of Muisic of the Manila Schools, and the Manila teachers are now training the children for this occasion. Many seem to doubt the ability of the pupils of the City Schools to turn out marketable objects which can compete with those of the regularly established merchants, but when it comes to real, good singing the schools of Manila can be counted upon to give it.

We wish Miss Black and the Manila teachers success!

SMITH AND FORBES

—Hon. James F. Smith's resignation as Governor General of the Philippines has definitely been accepted and Hon. W. Comeron Forbes succeeds him as the highest Executive of the Islands. The inauguration of the new Governor General will take place Nov. 24.

NOTES FROM ZAMBALES

—While on leave of absence in the United States Mr. John Herbert Jenkins, Division Superintendent of Zambales was married to Miss Bertha Lois, daughter of Mrs. Emma H. Storm. The marriage took place August 23rd, of this year in Carbondale, Ill. The Zambales teachers wish them every success in life and many a happy return. Mr. Jenkins with his charming wife is expected on the next school semester in this province where his friends will exchange to him their cordial greetings.

—The election for the "Philomathian Literary Society" of the Provincial School was held on October 8th for the next semester and the following were elected L. Ruanto, President; G. Aguimatan, Vice President R. Aguilar, Secretary (re-elected) T. Villanueva Treasurer; Mr. Clark, Critic. This society holds its meetings twice a month provided that they are not inconsistent with the school work. The speakers are trained by the American teachers before performing their parts in the program. The members are improving in speaking and in the conduct of the meetings.

—The High School has new outfits for base ball teams. Inter-scholastic games are being played between the "Red" and "Blue" teams which are getting ready for the next game against the Constabulary team.

—Under the guardianship of Mrs. Clark a class of weaving has been introduced to the class of domestic science. Miss Inez Lim is conducting the class in weaving. So the girls in the provincial school are now studying this branch of the productive industry.

FROM UNION

On August 24, 1909, the true friend of the Filipinos Mr. William F. Montavon, the new Division Superintendent of Schools of La Union, P. I. was warmly welcomed by the people of Agoo and other towns upon his first visit in the southern part of his district.

A baile was given in his honor at the Intermediate School of Agoo.

People from both political parties laid aside their political differences and joined the party.

The entertainment lasted five hours.

By his sympathy he won the hearts of the people and they recognize him as their true friend

The people of Agoo, are now preparing again an entertainment on his next visit.

Our active Supervising Teacher, Mr. W. G. Trisbie is doing also all he can to help the Filipinos with the cooperation of the said Division Superintendent.

A. D. Farro.

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FROM PANGASINAN

Thru the efforts of Filipino teachers of the Intermediate and the Central Schools of Binalonan, a society called "The Binalonan Filipino Teachers and Students Association" has been recently organized by the pupils of the Intermediate School of this town. As to the result of the elction held last October 4, 1909, the following members were elected permanent officers:- President, Mr. E. de Guzman; Vice President, Mr. S. Mendenueto; Treasurer, Miss M. Guico; Sub-Treasurer, Miss E. Cortés; Secretary, Miss Ana Moran; Sub-Secretary, Mr. J. Salcedo; Usher, Mr. F. Apelo; Sergeant-At-Arms, Mr. Pablo Soriano.

The main object of this society is to develop our English, to practise the gift of reason, and to improve public facilities.

Felix P. Reyes.

PHILIPPINE TEACHER'S ASSOCIATION NOTES

—The 8th. Anniversary of the P. T. A. was celebrated by the Committee of Manila with a reception to Dr. Barrows. The celebration took place in the Liceo de Manila in the evening of October 16. There were speeches by Dr. Barrows, Mr. O'Reilly, Supt of City Schools and Mr. Agapito Francisco, President-elect of the Association. Mr. Guiliermo Santos, President of the Executive Board was toastmacter. Dr. Barrows talked on his first work as Superintendent of Manila and his association with the Filipino teachers of the City, recalling the [illegible] diffieulties they had to face at first in order to teach the new language to the children. Mr. O Reilly made a forceful speech on the Philippine Teachers' Association and said among other things that "it is the highest expression of the most advanced and modern progress in the whole Philipine Archipelago". An animated ball closed the celebration.

—The Office of the Committee of Manila is now at N.° 142 Dulumbayan Str., Sta. Cruz, the former one at Calle Azcorraga has already been vacated.

IMPORTANT.

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TRANSFERRED

—Mr. Miguel Magallon, formerly Assistant Supervising teaeher of the district of Sta. Barbara, Iloilo, has been transfered to the district of Guimbal of the same province as Supervising teacher. Receive our congratulations, Mr. Magallon!

TO THOSE CONCERNED

—We trust that those who have favored us with articles or news for publication will not feel disappointed if the articles sent did not appear in this issue. Our limited number of pages for the English Section prevent us from publishing them,—much to our regret.

Mr. Gabriel Salang (brother to Mr. Jorge Salang) formerly a teacher in Subic, aud pupil of the Seventh Grade of the Subic Intermediate School died Nov. 11, 1909. He was at the time of his death Vice-President of the Association "Fort Nightly and Musical Literary Club."

Our heartfelt sympathy.

AN ENTERTAINMENT

— The Town Improvement Society of the Imus Central Primary School gave an entertainment in honor of Mr. C. E. Workman's coming. The program consisted of speeches, songs and games. The President of the Society, Miss Maria Nasol and Mr. Sesero Landas, each made a speech, as did also Mr. Workman. The winners in the games received prices. Light refreshments were prepared and served by the Fourth Grade girls of the Domestic Science Class.

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Teachers' Department

SUGGESTION FOR DEVELOPING THE CORRECT USES OF ON, IN, AND UNDER

Upon my one and a half years experience in teaching, I consider this a more effective method than I have ever attempted and found it to be a successful one.

The following four steps in developing words, cover both the practical lessons in conversation and in writing.

Before attempting any such lesson for conversation the teacher must of coarse have a good supply of objects needed, because in case of necessity, objects are of much advantage. It is easier to carry on the lesson with the help of objects and besides, it acquits the minds of the pupils from doubt and misunderstanding. Objects are teachers' great helpers.

1st Step:—

First of all, make the pupils know and understand the words you are to develop. This is done by showing the pupils objects and questioning them about what they see. For example: We are to develop *on, in and under.*

The teacher after placing the ball on a table he himself makes the sentence telling where the ball is and emphasizing the word *on.* "The ball is *on* the table". Write the sentence on the board underscoring the word that is being developed. Then let the pupils read the sentence (other objects can be employed to substitute the table and the ball.)

The same method can be used with *in* and *under.* When the teacher is sure enough that the class knows the difference between *in, on* and *under*, let the pupils build the sentences in accordance with the position that the ball has, thus:

(Put ball on the table, let the pupil build the sentence for himself and then ask) Where is the ball? "Is the ball on the table? What is on the table?" etc. (The same with *in* and *under.)*

2nd Step:

Write some sentences on the board with blanks to be filled with *on, in* and *under.* Collect and correct the papers. Example:

The ball is—the table,
The water is—the jar.
The grass is—the tree etc.
(Sometimes drawing is needed.)

3rd Step:—

Write sentences on the board (these must be prepared before the class begins) using the words you are developing and have the pupils copy these in their note-books to be memorized. Memorizing avoids omitting words in sentences, and it resuls in good clear pronunciation. Example:

The ball is *on* the table.
The water is *in* the jar.
The grass is *under* the tree etc.

4th Step:—

Put questions on the board (sometimes drawing is needed) and the pupils answer those on paper. Collect and correct the papers, and at the same time make them write the answers of the questions on the board as,

Where is the ball?
What is on the table?
Where is the water?
Is the water under the jar?
Is the grass on the tree?
Where is the grass? ete.

NOTE:—Three days are required for this lesson but in a slow, weak class take as many days as needed.

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FOR II GRADE

1. What day is to-day?
2. What day was yesterday?
3. What day will to-morrow be?
4. Do we go to school on Saturdays?
5. Do we go to school on Sundays?
6. Do we go to school on Saturdays and Sundays?
7. What do pupils do on Saturdays? (Note: the answer varies: some may say, "Pupils rest on Saturdays" or Pupils play on Saturdays.)
8. Where do we go on Sundays?
9. Name the days of the week
10. On what days do we go to school?
11. How many times a week do we go to school?
12. How many school days are there in a week? Name them.

* * * * * * *

1. Juan, were you present in the class yesterday?
2. At what time did you reach the school?
3. Were you late when you entered your class?
4. What was your lesson in reading about?
5. Could you answer all your teacher's questions? Why? (Because I studied my lesson before I came to school; or because I did not study my lesson before I came to school.)
6. Do good boys come to school without knowing their lessons?
7. What must you do with your lessons at home?
8. Did you learn many things from your lesson yesterday?
9. What did you learn from your lesson yesterday?
10. Will you be absent to-morrow?

* * * * * * *

1. What animals do you have at home?
2. What animal do you like best?
3. Are you kind to animals?
4. Do you hurt your cat when you play with it?
5. What do you call a boy who hurts animals (a cruel boy.)
6. Are you a cruel boy?
7. Must boys hurt animals? No.
8. Why? (Because animals feel and suffer like us.)
9. Are animals good friends?
10. Do animals love unkind boys?

ARITHMETIC FOR III A

1. (a) Multiply 5483 by 789.
   (b) Divide 80956 by 19.
2. Write and add;

Thirty thousand, two hundred five;
Nineteen million, two thousand, seven hundred fifteen;
Eighteen million, six hundred nine thousand, six hundred forty seven;
Seventy six million, one hundred fifty six thousand, four hundred seventy five;
Five million, eight hundred thousand, forty seven.

3. In a city there are four schools, the first contains 396 pupils, the second 683 pupils, the third 718 pupils, and the fourth as many as the second and third together. How many pupils are attending the four schools? (Analyze).
4. Daisy's brother was ill for 49 days. How many weeks was he ill? (Analize.)
5. A merchant bought 35 pieces of carpet, each containing 49 meters, at ₱1.18 per meter. He paid cash for a part of the cost and a note to settle the rest of the amount of ₱12.50. How much casq did he pay? (Analyze.)

GEOGRAPHY FOR III A

1. (a) Name the five oceans.
   (b) Name the six continents.
   (c) Define a mountain.
   (d) Define a strait.
2. (a) How often does the Earth turn on its axis, and what is the effect?
   (b) Define the equator and give its length.
   (c) Name the zones.
   (d) Name the races and locate their homes.
3. (a) Name the 11 largest islands of the Philippine Archipelago.
   (b) Name the five most useful plants of the Philippines.
4. (a) Name the most useful animal of the Philippines, and name all the use that can be made of it.
   (b) Name the five most important tribes of the Philippines.
5. (a) What are the most important exports of the Philippines?
   (b) What are the most important imports of the Philippines and from what country are they imported?

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Let us all Help

Being accustomed to read the "The Filipino Teacher," I was very much surprised to see my name among the list of requested persons by Mr. Mino Sabe to write something to the magazine mentioned above. Being a member of the Association which publishes this paper, the success of the same magazine is one of my great wishes since it appeared in the field of publication. The reason why I hesitate to contribute to it, is the fear that an article of mine may destroy the growing reputation of this be'oved and renowned paper, but since Mr. Mino Sabe thinks that what my poor knowledge can produce will be of some help to the success of the, "The Filipino Teacher," with great pleasure with great pleasure I will write on the FEMENINE AD VANCEMENT in my country. Scientists have established the fact that every living thing from the simpliest form that the microscope has permitted to be seen to the most complex organism, is in the state of advancement. Along with this process, we find that the women of to-day are more advanced than those of yesterday.

To-day you will hear of women taking such courses as Doctor of Medecine, Pharmacy etc. wich were unknown even by names to the women of the past; you have also heard of women even claiming the right of saffrage, which even our ancestors were ignorant of. Do you not consider these women to be the right women?

My sex, let us then all be in the wheel of progress for you must remember that we are responsible; (as are our brothers,) for the education of the coming generation. Let us grasp every tide of progress that our time gives us; let us help our brothers and try with our united forces to give the coming sons and daughters of our country an education not inferior to any other people under the shining sun. Bear in mind the saying, that where there is union, there is strength.

As teachers, there is an Association that can unite us better than any other, and this Association is the P. T. A. of Manila which is now earnestly demanding our help.

Sisters, listen a moment to the moaning of this Association; look at our brothers and sisters who are working hard to save it, they need help and without help their

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energies will be wasted. There is still time. Let us all join to help them, let us prevent its destruction if we care for our occupation as teachers. If it has done something which was against our wish, it is now time to forgive; if you think you will get no help from it, your brothers or sisters will; if you think you do not like to help any one, then mind not my request.

Why do you seem to shrink from this Association? Do you know so nothing objectionable about it? Then why not come and suggest the way how to correct it?

Are you a teacher? Yes?

Are you a member of this Association? No? Then why not come and join us and strengthen the Association whose works are not only for the benefit of one, but of all the Filipino teachers?

Since *be progressive* is the cry of most of the people of this world, I also cry BE A MEMBER OF THE PHILIPINE TEACHERS' ASSOCIATION.

My request, dear readers is not only this, but many more besides. Tho I told you that to-day you will hear of women taking higher courses, yet there are many others who remain retrogressive. We must remember that, we the women, being the preservers of what had been attained by men in the progress of our race, should be more intelligent, so that nothing would be wasted of what had been secured. We should be social and educated for we represent the flowers of our societies. The societies of a country represent its highest acquirement in the world's progress. Should we, the

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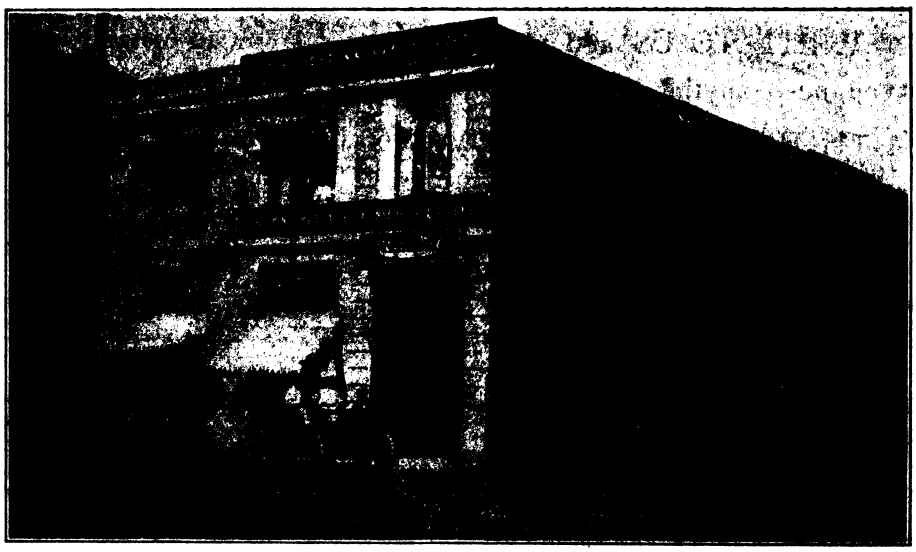

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flowers of our country's societies be ignorant of the laws that rule them, one thing is certain, that our country would be considered low on the steps of civilization.

United States is considered one of the most civilized countries of the world for being the country of civilized and progressive people. We should follow them closely so that we may be able to give our country the greatest hope for freedom possible.

So let us be united and plant the seed of civilization as well as the thread of our womanhood; let us help each other to accomplish our purposes, and let us think lastly that we are also responsible to our sons in showing and guiding them to the way of bliss and how to attain our country's happiness and prosperity.

LUZ AYCARDO.

Teacher, Ermita School, Manila.

J. Y. PINSON

ABOGADO-LAWYER.

ARSENAL—17 CAVITE

The Philippine Teacher's Association, from the colums of the "The Filipino Teacher" respectfully send its congratulations to the new Director of Education, Mr. Frank R. White; to the First Assistant Director, Mr. Charles H. McGee; and to Mr. Frank L. Crone Second Assistant Director.

NOTICE

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EDITORIAL

ABOLICION NECESARIA

En la última convención general de delegados de los Comités provinciales de la Philippine Teachers' Association, se aprobó por unanimidad recabar del Director del Buró de Educación por conducto de la Junta Ejecutiva de la misma, la derogación de la disposición establecida sobre deducción en el salario de un maestro municipal que llegue á faltar estando matriculado en las clases de la asamblea de maestros en verano.

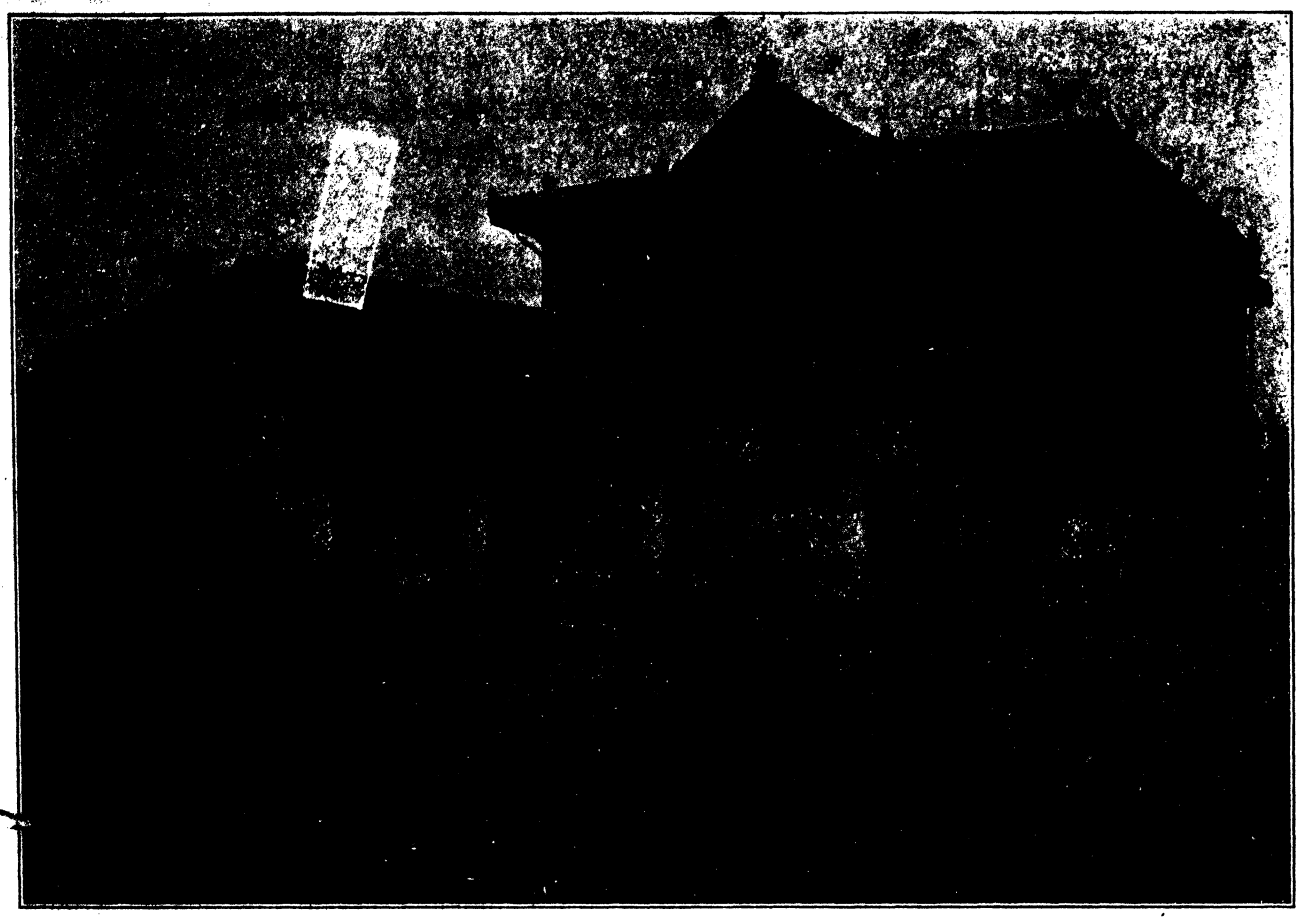
El principal argumento aducido al pedirse tal derogación fué que la asistencia á las clases de la asamblea de maestros en verano no es realmente obligatoria, es más bien voluntaria; y siendo así, aquellos de los maestros municipales que, ávidos de adquirir nuevos y amplios conocimientos en la profesión, se inscriben en las clases de la referida asamblea, y que por cualquier circunstancia en la vida llegan á ausentar á la asistencia diaria á dichas clases, sufren un descuento en su haber; lo que no sucede en aquellos maestros que se han abstenido en inscribirse y venir á Manila á estudiar.

Preguntamos. ¿Es justo que se haga tal deducción en el salario ya mezquino de esos pobres maestros que para venir á Manila tienen que sacrificar hasta la exigua economía hecha durante el curso? Creemos que esa regulación es arbitraria y contraproducente. Si no existe ninguna disposición sobre descuento en el haber de los maestros municipales que no acuden á esas clases de verano, estaría fuera de toda justicia que existiera tal disposición para aquellos que asisten. Se dirá tal vez que tal medida sirve para asegurar la asistencia diaria á las clases, pues afecta directamente al bolsillo por el cual todos velan con gran interés. A esto contestaremos, que obrar de ese modo es formar un concepto muy bajo de aquellos maestros que dejando su hogar y sacrificando sus intereses han venido expresamente á estudiar. Se debe tener en cuenta que la dignidad del maestro filipino está por encima de todo descuento que se le puede ocasionar.

Además existe el hecho de que tal regulación en lugar de fomentar el estímulo y el interés á la asistencia á dichas asambleas de verano, hace que se decaigan por el mero hecho de que puede que sean contrarias á sus intereses financieros. Es una regulación que afecta á más de tres cuartas partes del contingente de maestros filipinos, para cuyos beneficios se organiza anualmente la ya repetida asamblea de verano.

Es necesaria pues, la abolición de esa deducción, porque no concuerda con los altos propósitos del Buró de Educación al establecer la citada institución normal durante el periodo de un mes en verano, cuales son ofrecer medios para que todos los maestros aun de las más apartadas regiones del Archipiélago puedan adquirir ciertos conocimientos generales é indispensables para la profesión, asi como poder tener oportunidades de cambiar ideas é impresiones tanto en trabajos manuales como pedagógicos.

Atendidas estas circunstancias, no es aventurado afirmar que el Direcctor de Educación solucionará este asunto favorablemente.



El Centro Escolar de Señoritas

Con gusto publicamos hoy el cliché de este naciente y próspero centro docente de enseñanza, situado en la Calle Iris núm. 841. Se fundó desde el año 1907, ocupando el edificio principal que hoy se destina para las clases, y tal fué la prosperidad y el desarrollo que ha adquirido que en menos de dos años de existencia, tuvo necesidad de ocupar las dos nuevas casas al lado, la una para dormitorio y la otra para clases solamente. El Colegio posee un hermoso patio para recreo y juegos de sport.

En la actualidad este Centro cuenta con 140 internas, 46 medio internas y un número considerable de externas. Se van recibiendo además de día en día solicitudes de admisión á las mencionadas plazas.

Estos datos son más que suficientes para reflejar y patentizar los esfuerzos realizados por su digna y competentísima directora, la Sta. Librada Avelino, ayudada por un nutrido y apto plrantel de profesoras filipinas. Hay que confesar á fuer de ser imparciales, que muy contados son los centros de enseñanza privados, que han alcanzado el estado de prosperidad en que ha llegado á colocarse el Centro Escolar de Señoritas, y esto es innegable consecuencia de los positivos resultados que los padres de familia obtienen de la educación de sus hijas. Con solo decir que este colegio cuenta con la representación de alumnas de todas las provincias del Archipiélago, se puede formar una ligera idea de su reconocida y bien cimentada popularidad.

¡Legítimo orgullo es del suelo pátrio contar con instituciones como el "Centro Escolar de Señoritas," en cuyo claustro de profesoras vemos patentizado la capacidad tantas veces negada de la raza filipina!

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Sección Pedagógica

UTIL PARA LOS QUE SE DEDICAN AL ESTUDIO DE LAS MATEMÁTICAS. (*)

Demostraciones por medio de ejemplos prácticos la posibilidad de resolver las ecuaciones de cualquier grado por medio de las propiedades de las raices, empezando por las ecuaciones de 2.º grado:

Si tenemos dos incógnitas x, y, sus valores pueden ser iguales ó desiguales. Si suponemos $x - y$, elevemos al cuadrado su suma $x+y$, será $(x+y)^2 = x^2 + 2xy + y^2$ y poniendo todo en valores de x, será:

$(x+y)^2 = x^2 + 2x^2 + x^2 = 4x^2$ (1)

Haciendo igual sustitución en el producto x y, será $xy = x^2$ (2)

Con las dos ecuaciones (1) (2) formaremos proporción, y será: $\frac{(x+y)^2}{xy} = \frac{4x^2}{x}$

Dividiendo los dos términos del segundo quebrado por x^2; será $\frac{(x+y)^2}{xy} = 4$; pasando xy al segundo miembro, tendremos: $(x+y)^2 = 4xy$ y pasando el segundo miembro al primero, nos dará: $(y+y)^2 - 4xy = 0$.

Luego, si el cuadrado de las raices ménos el cuádruplo de su producto es cero, las raices son iguales, y por consiguiente, dividiendo la suma por 2, se obtendrá su valor.

Ejemplo.

Sea la ecuación $x^2 - 10x + 25 = 0$ y tendremos:

$x + y = 10$ (1).

$xy = 25$ (2).

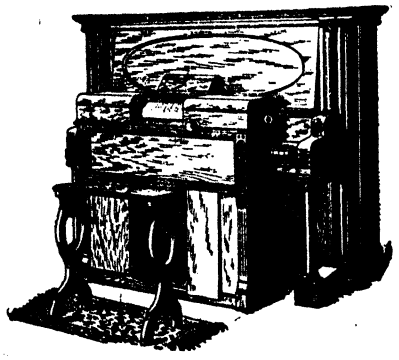
Restando del cuadrado de las raices el cuádruplo de su producto, será $10^2 - 4x + 25 = 100 - 100 = 0$ Luego las dos raices son iguales, y dividiendo su suma 10 por 2, será: $x = 5$, $y = 5$.

Supongamos ahora que x é y sean désiguales ó $x < y$ y llamemos m á la diferencia $y - x$; tendremos $y = x + m$; practicando lo mismo que en el caso anterior, tendremos:

$(x+y)^2 = x^2 + 2xy + y^2$

Sustituyendo el valor de y por su igual $x + m$, será $(x+y)^2 = x^2 + 2x(x+m) + (x+m)^2 = x^2 + 2x^2 + 2xm + x^2 + 2xm + m^2 = 4x^2 + 4xm + m^2$ ó sea $(x+y)^2 = 4x^2 + 4xm + m^2$

(*) El autor de este artículo pedagógico nos ruega su inserción á fin de complacer á las varias cartas que se le ha dirigido pidiendo la demostración por medio de ejemplos prácticos, de las verdades sentadas en su articulo publicada en el mes de Septiembre en esta Revista — Nota del Editor.



Pio Trinidad Fernandez,

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Pasando m^2 al primer miembro, será $(x+y)^2 - m^2 = 4x^2 + 4xm$ (1).

Verificando igual sustitución en el producto xy, será $xy = x(x+m) = x^2 + xm$ (2)

Formando proporción con las dos ecuaciones (1) y (2), tendremos.

$$\frac{(x+y)^2 - m^2}{xy} = \frac{4x^2 + 4xm}{x^2 + xm}$$

Dividiendo los dos términos del segundo quebrado por $x^2 + xm$, será $\frac{(x+y)^2 - m^2}{xy} = 4$

pasando xy al segundo miembro, será $(x+y)^2 - m^2 = 4xy$ y cambiando de miembros $-m^2$ y $4xy$, será: $(x \times y)^2 - 4xy = m^2$

Luego si del cuadrado de las raices desiguales restamos el cuádruplo del producto binario nos dará el cuadrado de la diferencia. Restando, pues, su raiz de la suma de las raices, y dividiendo por 2, tendremos el valor de x, y sumando y dividiendo por 2, el de y.

Ejemplo.

Sea $x^2 - 14x \times 33 = 0$ y tendremos,

$x \times y = 14$

$xy = 33$

$14^2 - 4 \times 33 = 64$; $\sqrt{64} = 8 = y - x$

$\therefore y = \frac{14+8}{2} = 11 \quad x = \frac{14-8}{2} = 3$

Si la ecuación de 2.º grado es incompleta se reduce á $x^2 - p = 0$ ó $x^2 = p$ ó $x = \sqrt{p}$.

Si el primer término de la ecuación llevase coeficiente, se hará desaparecer dividiendo todos los términos por dicho coeficiente, y esto téngase entendido para todas las ecuaciones de cualquier grado que sean.

Las raices inconmensurables é imaginarias se hallan en el mismo caso que las que no lo son.

Creo que con ésto, queda demostrado el error de varios autores de matemáticas que han venido alimentando y demostrando, como verdad inconcusa, el principio, de que las relaciones que existen, entre las raices y los coeficientes de los términos de la ecuación no pueden servir para determinar el valor ó valores de dichas raices, pues tal principio es en extremo trascendental y dañoso, no solamente á la ciencia, sino tambien y en muy alto grado á los que se dedican al estudio de las matemáticas.

Convenzamos pues de que no solamente son suficientes los datos que nos suministran dichas relaciones entre raices y coeficientes para resolver las ecuaciones de cualquier grado que sean sino que sobran todos ellos exceptuando los del 2º, 3º y último términos, que son la suma de las raices, la de los productos binarios y su producto total.

Pues la conclusión que sacan en fundar, que, á pesar de reunirse tantas ecuaciones como incógnitas, procediendo por los medios generales establecidos para despejarlas ó eliminarlas nunca se consigue hallar su valor, sino que siempre se reproduce la ecuación primitiva, es un error como tantos otros que han pasado por verdades axiomáticas durante muchos siglos.

Asi es que por dicho principio erróneo, resulta que quedan imposibilitados los alumnos á resolver el problema que más abajo se verá y otros semejantes, sin saber previamente las formulas complicadísimas correspondientes para la resolución de las ecuaciones de 2º, 3º, 4º, grado etc.

Problema:

La suma de dos números es 14 y el producto de ellos es 48 ¿Cuales son dichos dos numeros?

Llamemos x é y los dos números

$x + y = 14$

$xy = 48$

Aquí vemos que x é y son precisamente las raices de la ecuación de 2º grado

$x^2 - 14x + 48 = 0$

Luego empleando nuestro procedimiento explicado mas arriba, para hallar sus valores, tendrémos:

$(x+y)^2 - 4(x \times y) = 14^2 - 4 \times 48 = 196 - 192 = 4$

$\sqrt{4} = 2$

Luego $x = \frac{14+2}{2} = 8$

$y = \frac{14-2}{2} = 6$

De donde resulta que los dos números buscados son 8 y 6 respcetivamente.

Esto demuestra una vez más, que, es suficiente y sobra las propiedades de las raices de cualquier grado para su resolución, sin entrar en complicadas fórmulas y procedimientos engorrosos, tan perjudiciales á los que se dedican al estudio de las matemáticas,

Mariano M. Celis.

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SECCION LITERARIA

El Régimen de las Escuelas

En una colectividad ó sea en un gtupo de individuos que tienden á buscar y poseer los diferentes ramos del saber humano, precisamente cuando sus facultades mentales no están aún muy desarrolladas como las de nuestros niños en las aulas escolares, debe haber un régimen muy adecuado pero fielmente cumplido para poder conseguir el fruto de nuestros esfuerzos, de cuyos resultados depende la satisfacción del maestro de haber cumplido saiisfactoriamente su sagrada misión de instruir y educar los hombres, que han de formar una nación fuerte y de noble convicción la cual es el verdadero anhelo del Gobierno Americano en estas Islas, representado por el Departamento de Instrucción Pública.

"*Régimen* ó gobierno, teniendo por punto de mira al niño, es la facultad de represión que produce y sostiene el orden. El *orden* es el estado sistemático y conveniente en todas las cosas." El objeto del régimen escolar es facilitar el desenvolvimiento; pero que sea resultado del esfuerzo vóluntario y bien dirigido. El niño ha de desarrollarse de modo que se convierta en hombre que tenga confianza en sí mismo y determinación propia. Cuando se le vea quitar sus malos hábitos obtenidos fuera de la escuela para sustituirlos con otros buenos; ser independiente de su instructor en el modo de obrar, observar, raciocinar y deducir; preferir y amar el bien y detestar y evitar el mal; en fin saber gobernarse á sí mismo, podemos estar muy seguros en afirmar que su maestro ó instructor ha sabido y sabe gobernarse tambien. En síntesis es la verdad que encierra el antiguo adagio que dice "De tal maestro, tal discípulo". ¿Cómo puede conseguir todo esto el maestro? La razón es muy sencilla Por medio de sus prudentes enseñanzas, sus principios, preceptos y ejemplos que se convierten en intachables hábitos, y nunca se ha valido de su fuerza física, ni de castigos crueles, como lo que creían y creen hasta hoy día algunos que *la letra con sangre entra. Régimen*, pues, *de la escuela es la facultad de represión que forma en los discípulos el hábito del propio gobierno; y del buen régimen resulta el orden.*

Según algunos célebres padres de la pedagogía, como Mayo y otros, en toda escuela debe existir dos especies de orden: el militar y el natural El primero es inseparable del segundo y tiene por objeto ejercitar á los niños de una clase, de modo que lleguen á moverse con precisión y uniformidad como una máquina, demostrando así la disciplina más profunda y esencial inculcada en ellos, pero también es imprescindible para el maestro inducirles que se ocupen con entusiasmo en sus tareas, y que formen en sí mismos el respeto y el orden para que una vez acostumbrados, y cuando ya sean hombres, sepan vivir juntos en sociedad.

KALÍ.

(Se continuará.)

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"Lamento."

(Á Mary, Claring, "Wilfa," Goreng y Epang)

Bien lo conozco. Misterioso hado,
Que sólo el cielo comprender podria,
Me hizo nacer para llorar cuitado,
Y destinó mi vida á la agonía:
Cual tórtola á la queja,
Cual aura á suspirar.
Siento á veces que el alma, en su desvelo,
Cansada ya de su mortal gemido,
Tiende con ánsia ardiante á mejor cielo,
Aspira á un dulce bien desconocido:
Cual chispa á los espacios,
Cual arroyuelo al mar.
¡Cuántas dulces mentiras me engañaron,
De juventud en la inexperta hora!
Una tras otra al fin se disiparon
Al ceño cruel de realidad traidora:
Cual neblina á los vientos,
Cual sueño al despertar.
Tornóse el mundo para mi en desierto,
Donde agoniza el corazon herido;
Ilusion, esperanzas . . . . . todo muerto,
Sepultado en las olas del olvido:
Cual sonido en el éter,
Cual náufrago en el mar.
Sólo espero en mi Dios. En mi desvelo
Oigo á veces su acento conmovido,
Que está llamando mi alma á mejor cielo
Y me promete un bien desconocido:
Cual pastor á la oveja,
Cual madre al consolar.

PILY.

Manila, 21 de Octubre de 1909.

Una Flor Losana

Elogio á la belleza ideal de Trining.

¡Óyeme Ninfa hermosa!
Me inspira un nuevo cántico tu pulcritud de diosa:
Antes que otros te loen, en su mal y desgracia
Quiero ser el primero en bendecir tu gracia,
En propalar al mundo,
Con mi clarin rotundo
La sublimidad mística de tu sin par belleza,
La fama de tu nombre, la fe de tu grandeza.

¡Salud! En ti residen todas las perfecciones,
El ideal más grande de las grandes creaciones,
Tu sér es tabernáculo de muchas maravillas
Y tus tenues mejillas
Vaso de rosicleres y batis de carmines .....
Obíspanse de envidia los almos querubines
Si fijan en tu imagen, más bien de Dios que de hada
Una rápida ojeada.

¡Oh eres la única guapa!....Con la Historia en la mano,
No hallo en el orbe humano
Otra mujer que anule tu pulidez genuina,
Ambición de la ondina.....
Raquel, Laura, Cleopatra, las que deificó el Arte
Me parecen indignas, para ahora compararte .....
Ante ti, nada valen las típicas Huries
Con sus vestes cuajados de perlas y rubies,
Se eclipsan las doncellas
Y se borran querellas.

En la serie de siglos que Minerva señala
Solo Venus te iguala.....
Princesa la de tierra
Te llama Filipinas, donde el placer se encierra.
Soñar, amar. Adórante los hombres, á porfia,
Porque son tus miradas auroras de alegria,
Prometen tus palabras risueños porvenires,
Endulsuran tus besos tristezas y sentires,

- - Herreria, Armeria y Cerrajeria - -

DE

Ignacio Javier *Maestro Plomero Licenciado*

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Y portan tus sonrisas,
Al vaivén de las brisas
Iris en lontananza
De dichas y esperanza.

Atraes, á manera de iman adiamantado
La admiración suprema del gentío extasiado.
¡Bendito el matrimonio
Que te engendró preciosa, cual la flor de Pycronio!
Latan mil corazones
En sus adoraciones
A ti, ¡deidad preclara!
Mientras al pie de tu ara,
Con mi conciencia triste y espiritu en fervores
Coloco mis virtudes, el bien de mis amores.

Naciste para gloria de tu patria malaya,
¿Quién no se encanta al verte? Quién no ama tu tez gaya?
De muelles fililies cubrió la gran Natura
Tu angelical hechura;
Al célibe embelesa de tus hebras el rizo,
Aviva las pasiones la llama de tu hechizo,
Tu candidez compite el ampo de la nieve
Y es tu labio una fuente, donde el poeta bebe
El agua inspirativa
Y la miel nutritiva.

Deleita los oidos tu voz melíflua y fina,
Rejuvenece el alma, que á la muerte camina
Al respirar el aire de tu divino aliento
Aroma de los cármones del vasto firmamento.

Te dió su gallardía la palmera del valle,
Y tu primordial talle
Cautiva los efectos, embarga los quereres ....
Reina de las mujeres
¿Quien será tu Monarca
Si no te hiere la Parca?
Feliz del que se adueño de tus ojos divinos,
Dos soles argentinos
Para alumbrar la noche de las almas hidrópicas
En sus horas de llanto, en sus penas esópicas.

* * * * * * * *

Junto á tu lado calman las mustias amarguras,
La vida es un perenne florecer de venturas .....

Así, sé tu la muestra
En pureza y molicie de cada virgen nuestra.
Haz, de hoy en adelante, que todas tas naciones
Veneren la lindura de tus tersas facciones,
Y siguiendo á Calipso, con tus encantos mágicos
Retén en ti mis ansias y mis amores trágicos
En vez de tres edades
Noventa eternidades.

Adios, Trining hermosa:
Que la Juventud te abra sus mañanas de rosa
Y embriaguen á tu novio tus besos y caricias,
Mientras se ahoga en el piélago de tus dulces delicias
Vive tranquila .... Pronto llegarán los momentos
En que los cuatro vientos
Pregenen por doquiera tus magnas maravillas:
Alli, ante tu hermosura, me hincaré de rodillas
Para proclamarte Hija carnal de las estrellas
Y Reina de las bellas
Que pueblan el espacio,
Siendo Pilar tu trono y Samar tu palacio.

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"Katubusan" "Katubusan"

(REDENCIÓN)

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La Sociedad Anonima *Katubusan Redención* Fabrica de Tabacos, Cigarillos, Picadura y Mascada, es una Corporación genuinamente filipina; es y debe ser siempre la que merezca la protección de todos los filipinos en general y de la clase obrera en particular, porque redimirnos todos de la miseria, es el fin por que se ha fundado esta institución.

El que se asocie al *Katubusan* y se acostumbre á fumar nuestro Cigarrillos y Tabacos hará dos grandes obras de caridad: una consiste en procurarse asimismo vida larga próspera, y otra, en proteger á la clase obrera de Filipinas, que es la dueña verdadera de esta Sociedad.

¿QUEREIS SER SOCIOS?

Desde el dia 2 del presente Junio esta Sociedad ha empezado á vender acciones de la 2.a Serie, de su Capital Social. Una sola persona puede tomar acciones de -P- 2.00 á 500.00. Pueden pagarse las acciones personalmente por los interesados, ó por sus mensajeros, ó por medio de correo certificado, y los títulos correspondientes les serán remitidos inmediatamente. Diríjase, si desean más por menores á la Secretaría, establecida en el edificio de esta misma Fábrica.

Calle Jolo, 308, 310 y 312.

BINONDO, MANILA.

"KATUBUSAN" "KATUBUSAN"

"KATUBUSAN"

"Katubusan" "Katubusan" "Katubusan"

¿IBIG NINYONG UMANIB?

Ang *Katubusan*, ay Samahán sa Pagpapagawa ng Tabako, Sigarilyo, Ginayat at Maskada. Kapisanang ganap na pilipino, at siyang kinakalingà at dapat kalingain ng madlang kababayan, lalo na ng mga manggagawa. sapagka't kaya itinatag ito'y upang matubos tayong lahat sa karálitaan

Kung kayo'y sasapi sa *Katubusan* at parating Tabako't Sigarilyo namin ang inyong hih titin ay dalawang malaking kawanggawa ang inyong gagawin una'y hahaba at magkakapalad ang inyong buhay, at ikalawa'y matutulungan ninyo ang bayang manggagawa sa Pilipinas, na siyang unay na ramumuhunan at nangangatawan dito.

PAGTUBOS SA DALITA

Ipinatatalastas sa lahat, na, patuloy ang pagtanggap sa mga ibig sumapi sa Samahang ito. Kasalukuyan nag bukas ang Ikalawang Akla ó *Serie* ng mga *acción* na siyang maaaniban. Makikasapi ang isang tao mula sa ₱2 00 hanggang sa ₱500 00. Ang halagang isinasapi ay madadala ó maipadadala sa pamamagitan ng koreo *por certificado* at padadalhan naman agad ng mga ukol na katibayan. Makipagtalastasan sa iba pang bagay sa Kalihim ng Samahan na nasa Bahay-Pagawaan sa mga karaniwang oras.

"KATUBUSAN" "KATUBUSAN"

Daang Jolo blg. 308, 310 at 312, Binundok, Maynila S. P.

"KATUBUSAN"

SECCION DE NOTICIAS

REVISANDO LOS REPORTS DE ESCUELAS

La división de estadística del "Bureau" de educación se halla en el actualidad revisando y poniendo en órden las fórmulas de report escolar en uso por los maestros supervisores, con el objeto de disminuir y simplificar los trabajos documentales que han de hacer estos funcionarios capacitándoles para dedicar toda su atención á los trabajos de escuela tales.

ASISTENCIA ESCOLAR

El bureau de Educación dice que la asistencia de niños en las escuelas públcas de Manila durante el mes pasado fue excepcionalmente grande y casi bate el "record" montando el número á 2.295.

La asistencia escolar en las escuelas públicas de la provincia de Cavite durante el mes de Septiembre último ascendió á 7550 ó sean 500 más de la asistencia habida durante el mismo mes del año anterior.

Estadística escolar

Actualmente funcionan 4,424 escuelas públicas, repartidas como sigue: 4,194 de primera enseñanza, 193 intermedias y 37 de 2.ª enseñanza.

En 1902.3	había	2,000	es. p.
1903.3	»	2 285	
1904.4	»	2,864	
1905.5	»	3,263	
1906.6	»	3,687	
1907.7	»	3,932	
1908.8	»	4,424	

Hay 570,502 alumnos matriculados, 2,393 de segunda enseñanza; 18.502, intermedia y 549,507 de primera enseñanza.

Hay 825 maestros americanos, 786 maestros filipinos insulares, 6782 municipales y 381 aspirantes.

MEJORADO

Se halla completamente mejorado de la enfermedad que padecía, nuestro compañero, Sr. Leoncio R. Gonzales, Director de la Edición Castellana de esta Revista, y maestro de la Escuela primaria de Meisic.

ANIVERSARIO

El Sabado 16 de Octubre tuvo lugar en los espaciosos salones del Liceo de Manila la celebración del 8.º aniversario de la fundación de la Philippine Teachers' Association, y la toma de posesión de lo nueva Directiva del Comité de Manila para el año 1909-1910. Se pronunciaron discursos, por el Presidente electo, Sr. Agapito Francisco, el Superintendente de las escuelas de la Ciudad, Mr. G A. O'Reilly, y el Director de Educación Dr. David P. Bartows. La concurrencia era selecta, y se bailó hasta las 8 de la noche, despues de cuya hora comenzó el desfile, dejando gratos recuerdos de tan agradable reunión en la mente de todos los concurrentes.

TRASLADO

Las oficinas del Comité de Manila de la P. T. A. se han trasladado desde el 9 de Octubre al edificio señalado con el núm. 142 de la Calle Dulmbayan, Santa Cruz.

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EL COSTO DE LAS ESCUELAS ES ₱5,747,997.32.

He aquí algunos datos insertos en el report del director del Bureau de Educación correspondiente al año fiscal terminado el 30 Junio de 1909.

El número de escuelas públicas en funcionamento en Filipinas, según demuestra el report, ha aumentado con firmeza de 2000 escuelas en 1903 á 4,424 en 1908-1909.

De las escuelas del año pasado, 4194 eran elementales, 193 intermedias y 37 seeundarias. El promedio de matriculados anualmente en las tres clases de escuelas ascendió á 570 502 y el promedio de asistencia mensual de 321 415.

Durante el año el "Bureau" tuvo empleados 825 maestros americanos de ambos sexos. El número de maestros filipinos insulares fué 786, mientras que el número de maestros filipinos al servicio de las munincipalidades ascendía á 6,782.

El crédito insular para el año se gastó en la forma siguiente: Haberes y jornales ₱2.686,804 79; gastos de viaje ₱150,201.96; dietas ₱23,150.67; conducción de suministros ₱14,365.61; gastos de oficina ₱33,814 18; reparaciones ₱6,231.57; alquiler de edificios ₱15,120; varios ₱10,115.15; suministros ₱685,894.60; estudiantes del gobierno ₱94,536.66; clase de enfermedades ₱9,459.57; escuelas nocturnas ₱7,023; sostenimiento de edificios permanentes ₱442.50; haciendas de los frailes ₱23,919 39; escuelas no cristianas ₱65,999.11; escuelas cristianas ₱11,080.16; asamblea de Baguio ₱4,940.10; honorarium, ₱1,060.

El total de gastos para fines escolares durante el año fiscal por las autoridades proviciales ascendió á ₱1.672, 148.50, las cuales, sumados á los créditos insulares, dan un gran total de ₱5,747,997,32.

AUMENTO DE HABERES Á LOS MAESTROS

El Director de Educación ha propuesto al Secretario de Instrucción pública un proyecto por el cual el número de maestros americanos con sueldo anual de ₱3,600 sea aummentado de 12 á 20, y de 149 á 170, el de los que perciben ₱2,600.

EXÁMENES PROVINCIALES

Los partes recibidos de las provincias del resultado de los recientes exámenes celebrados allí para el servicio civil provincial demuestran que se sujetaron á los citados exámenes 130 filipinos en Iloilo y 60 en Albay. Estos exámenes generales se celebran dos veces al año para todos los cargos, menos para intérpretes y taquígrafos.

LAS ESCUELAS DE LOS BARRIOS EN TARLAC

Segun el report enviado al director de Educación por Mr. R H. Neely, superintendente de división de las escuelas de Tarlac, el baguio que desfogó fuertemente en aquellas inmediaciones el mes pasado, destruyó muchas casas escuelas de barrio.

EL MONUMENTO Á MAGALLANES.

Ha sido completada la reconstrucción del monumento de Magallanes. El nuevo monumento es idéntico al antiguo siendo la misma base en el cual se hallaba enclavado el anterior.

Alberto F. Barretto
ABOGADO

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MAESTOS DESTINADOS.

Los siguientes maestros de escuela que acaban de regresar de los Estados Unidos, en dónde han estado disfrutando de licencia, han sido destinados:

Chas. N. Mullen, Ilo-ilo; J. W. Philbrook, Misamis; P. S. O' Reilly, superintendente de divsión de Ilocos Norte; J. H. Jenkings, superintendente de la division de Zambales; Harold W. Foster, Masinloc; Celsus Donahue, Ilocos Norte; J. F. Scoullen, Albay; Samuel J. Wrigh Allen, Samar y Miss Lora McElhannon, American School, Manila.

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MAESTRA MUERTA.

Victima de pertinaz dolencia, falleció en Dagupan, Miss Sawyer, cuyos restos han sido trasladados á esta capital y aquí enterrados.

Mariano M. Celis

Maestro de Obras, Agrimensor Licenciado por el Bureau de Terrenos del Estado y Profesor de matemáticas puras.

25 Cabildo Intramuros

D. E. P.

El Sr. Gabriel Salang, (hermano del Sr. Jorge Salang), ex maestro municipal del pueblo de Subic, provincia de Zambales y discípulo en el séptimo grado de la Escuela Intermedia del mismo y Vice-Presidente de la Asociación "Fort-Nightly and Musical Literary Club" de la misma, falleció el 11 de Noviembre de 1909

Se suplica una humilde oración al Todopoderoso por el descanso de su alma.

Para adquirir un retrato muy parecido y baratísimo, es preciso acudirse á la Fotagrafía

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PATNUGOT-TUDLING

Ang Dakilang Araw

Mulâ ngayon iláng kisáp matá na lamang at darating na namáng di tayo mai-iníp ang tuwina'y iná-asám nating dakila, tangi at di malilimutang araw na ika 30 ng Disiyembre.

Ang mga makatâ, marahil, nagháhanda na, ng lalong pinákamatamis na tulaing makákatás ng panitik; ang mga mánunulat nagtútuhogtuhog na, ng pinakamagagandang bulaklák ng mga pangungusap na maiháhandog; ang mga mánanalumpati ang pinákamasarap at nakábubusog na bigkas, ang pinagtátahitahi na; ang mga pintor isáng larawang wangís at kauri; ang mga eskultor ang lalong makahulugáng máuukit sa kahoy; ang mga bayán bayán, nagtátatag na ng mga lupong mangangasiwa at mamanihala sa págpaparangal sa 30 ng Disiyembre. Nguni't ang mga kabataang nagaaral, iyáng kabataang pinutungan ng malaking pag-asa ni Rizal, anó kaya ang karapatdapat na maia-alay sa araw na iyán?

Kung di kami nakalilimot ng taóng makaraán ang Lupong nangasiwa sa pagdiriwang ng Rizal Day ay nagbukás ng timpalák sa tulang kastila, sa pagsasalin sa wikang Inglés at gayon dín sa págaankap sa músika upáng magkaroón tayo ng isáng awit makabayang magagamit kung dumádatal ang panahong mapáguukulan. Datapwa't hangang sa mga sandalíng ito'y hindi pa namin nádidinig, ni natunghayan ang nasabing awit. Anó ang nangyari, at saán naroroón? Kulang kaya ng salapi upáng magugol sa pagpapalimbág nitó? Sa aming akala di namán, marahil, lubhang kálakihang halagá ang kakailangánin sa pagpapalimbag nitó. At yamang ito'y nahihingil sa kagalingan ng lahát, at lubháng kailangang totoó sa mga kabátaan, ay di nga dapat pang

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hinayangan ang ilang pung pisong púpuhunanin kung isásaloob ang tubong tatamuhin sa daratíng na salin ng̃ ating lahi.

Ang kágawaran ng̃ pagaaral ay may nálalaang gugol sa mg̃a aklát, panitík, papel at ibp. kagamitán ng̃ mg̃a páaralán. Sa makatwíd kung isasakamay sa kagawaran ng̃ pagaaral ang awit na aming tinutukoy, iyáng awit na nagpápadakila pa sa kabunyián ni Rizal, at higít sa rito'y, siyang magpápatubo sa puso't damdamin ng̃ ating maliliít ng̃ ugát ng̃ pag-ibig sa ating mg̃a bayani, ay wala mandíng kaliwagang isagawâ palíbhasa'y may nakahandang salapî ng̃ tanán, na magbubuhat sa nakalaáng gugulin ng̃ nabangit ng̃ kágawarán.

Nalalapit na ang 30 ng̃ Disiyembre. Isáng awit makabayan na handóg kay Rizal ang karapatdapat awitin sa mg̃a páaralan kung sumásapit ang araw na iyán.

"Dialogong Tagalog"

"LIMPIA BOTA"

(Sadyang sinúlat upang palabasín sa mga páaral n sa Maynilâ)

(Magsasalubong ang apat na batang may mga bitbit na aklat at isáng manglilinis ng Sapatos, na taglay ang linisan at silya.)

Limpia Bota—Hayo na, mga kaibigan at lilinisin ko ang inyong maduduming sapatos; walóng kuwalta lamang.

—Mga Nagaaral—Salamat chico, at kakaunti ang mga báon naming bigáy ng aming Nanay.

—«L. B.»—Walóng kualta lamang; walóng kuwalta lamang mga señoritos

—Juan—(isa sa apat)—Dale na nga lamang kaibigan; linisin mo lamang mabuti, at madalî, «pronto» «hurry up» at «You are a good boy.»

—«L. B.»—Dinadaig mo ako kaibigan ng isáng butas niyan ah! . . .

(Uupo si Juan at lilinisin ang sapatos.)

—Juan—Kundangan ka eh . . . ayaw mong iwan ang paglilimpiyá botang iyan; eh di ngayo'y magugulat ka, sa akin lamang. ¿magkano ba ang nakita mo sa pag lilimpiya botang iyan araw-araw?

—«L. B.»—Mahina rin: kung minsan ay isang salapi, kung minsan ay tatlong peseta. Nguni't kayo ba naman ay magkano ang inyong nakikita sa loob ng maghapon, araw-araw?

—Juan—Kung sa kuwalta ay di pa kami kumikita na gaya mo. Ang nakikita namin at kasalukuyan pa naming pinagtitiyagaang makita ay yaong mga bagay na likhâ ng Karunungan. At ¡hoy! . . . (tatapikin ang manglilinis sa balikat)—¡kay inam ng mag-aral!... Iwan mo na ang trabahong iyan at para ka lamang alipin niyan! . . .

«L. B.»—¿Bakit naman parang alipin?

—Juan—At ayaw ka bang maniwala? . . . tingnan mo ba ang hitsura mo! . . . sa pamamagitan lamang nang sampung kusing ay aatakihín mo ng kakanatan ang puro dumi kong sapatos.

—«L. B.»—Ah! . . . at sa lagay pala'y kahit na lamang ako manglilinis ng sapatos ay magamerikana na ng mainam ó kaya'y magsapin na ng de Patent London diyan? . . . Eh di iyan na ang kahambugan, at kalabisan!

—«Juan»—Hintay ka; hintay ka muna, ¿ano iyong sinabi mong de Patent London?

—«L. B.»—Aywan ba; sinabi ko lamang iyon eh . . . hindi ko naiintindihan. (Maghahalakhalakan ang magkakasama). Nguni't huwag na iyan ang ating pagsalitaan. Ang ibig kong ipaliwanag mo sa akin ay ang binanggit mong «Likha ng karunungan.

—Juan—Iyán kaibigan ang mainam na pagsisiyasat. Makinig ka: sinabi ko sa iyo na kami ay di kuwalta ang kinikita, kungdi ang bagay na likha ng karunungan, samakatwid bagay ang mga bagay na ibinigay nang karunugan. Nguni't ano ang karunungan? . . . ito'y maligoy ipaliwanag datapwa't pagtitiyagaan kong halawin sa maigsing pangungusap. Ang karunungan sa isang bahagi ng kanyang kahulugan ay ang katalinuhan at katwiran. Kaya nga upáng ang isáng tao ay maging maayos, marangal, maalam ó dalubhasa, at upán ding maging wasto sa kanyang pamumuhay, at ng makilala niya ang katutubong karapatan hindi lamang sa Diyos kungdi rin naman sa bayan, ay kinákailangang siyang magaral upang sa pamamagitan nito ay masunduan sa buhay ang mga kailangan. Pag ang tao ay matalino,

LA ROSA

RESTAURANT

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ang kanyang buhay kailan man ay di mapapariwara supagkat ang katalinuhang ito ang magtuturo at magaakay sa kanya sa tugatog ng kasaganaan. At kapag ang tao ay dalubhasa pakáasahan mong itó ang magmumulat sa harap ng katwiran ng katotohanan; at di kaila sa iyo kung gaano kahalaga ang katotohanan. Marami pa sana akong babanggitin, datapwa't akóy natatakot na baka ni isa man sa aking sinasabi ay wala ka ng matandaan.

—«L. B.»—(Kakamutin ang ulo)—Tila nga yata kaibigan hindi ko maintindihan ang sinabi mo; kay hirap nga pala nitong hindi nagaaral; parang walang isip na umiintindi. Linawin mo ngang maigi. Kay hirap pala ng mangmang.

(Samantalang gayon, ang paglilinisan ay tapos na at ang «L. B.» ay bibitbitin ang linisan at silya. Sila'y magkakaumpok-umpok)

—Juan—Kay hirap nga pala nitong taong mangmang
hirap kausapin, walang máwawaan
gayong ang sabi ko'y pagkalinaw-linaw
ay di rin malirip at hindi malaman.

—Pedro—Ang nakakatulad niya'y taong bundok
may pagiisip nga'y hindi makatalos
sa kasanayan ay pangód na pangód
at sa kabihasna'y walang mapupulot.

—Daniel—Ha, ha, ha, ha, ha, ha, ako'y natatawa
kun ang kanyang anyo ay aking makita;
alangang Negrito, alangang Negrita
ha, ha, ha, ha, ha, ha,; ang kanyang hitsura! . . .

MIGUEL ANTONIO

(Itutuloy)

Suliranin sa loob nang Klase

MGA TUGÓN SA MGA KATANUNGAN NI G. M. ANTONIO.

Unang tanong: Anó ang marapat at mabuting paraán upág ang isang batáng walang ginagawa sa loób ng klase kugdi maglaro, at magbulahaw, ay maihilig sa katahimikan at pagaaral?

Sagot Upáng ang isáng batang waláng ginágawa sa loob ng klase kugdi ang maglaro, magsalita at magbulahaw, ay maihilig sa katáhimikan at pagaaral, ay kinákailangan ipákilala sa kanya ang kahalagahan ng karunungan; bigyán ng anómang gagawín, ó mapágaaralan, at ito'y pagmamasdan, ó babantayan ng gurong nagtuturo. Kapág ang bata'y nakápagingaypa sa gagawin ng gurong ito,y tandang tayo'y wala pag kaya sa tungkuling tagápagturo.

Ikalawang tanóng: Kung ang klase'y lagi na lamag sa kaingayan at sigalót, at upáng ito'y masugpo, alínalín ang mga paraáng dapat gawin ng isáng guro?

Sagót: Upáng ito'y masugpo, dapat na ang guro sa klaseng ito'y magíng matalino, maging wake up Matutuhan niyá kung paáno Ito'y karaniwan ng mangyari sa alín man klase na kung minsa'y nagkakaroon ng ingay. Datapwa't kung ang guro'y matalino, listo at di tútulogtulóg ang kaingayan ay mapapawi sa isáng sandali.

Isá na sa mga klaseng totoóng nápakaingay sa lahat ay ang klase ko, ngunit pagako'y bumigkás ng iláng mga pangungusáp, sa isáng sandali ay tumatahimik. Dapat matalastas na kapág ang klase'y lagi na lamang sa kaingayan at sigalot ang guro sa klaseng ito'y pangot.

SPRUNGLI & CO. Daang David blg. 28 MAYNILA

Nagbibili ng gatas na walang halu "MARCA OSO"

MURA KAY SA IBA

Tumatangap kami nang mga pabisin sa mga Lalawigan

FARMACIA AT LABORATORIO NI P. HIZON

Daang Rosario Blg. 238, Binundok, Maynila, K. P.

Ang Farmaciang itó na kilala na nang madla dahil sa kabutihan nang mga gamot na dito'y ipinagbibili, ay may isá pang katangian at ito'y bagong katátatag na Laboratorio na kinasasangkapan ng mga pamamaraang na aayon sa kahilingan nang bagong panahón pará sa pagsusuri nang mga bagay-bagay na kagamitan sa mga *Operaciones Quirúrgicas.*

At itó rin ang tanging Farmacia na gumagawà nang bantóg na *Ampollas Hizon* pará sa Inyección. Madaling pagbibili lalo na sa *despacho* ng mga *receta.* Mabuting pagtanggáp sa mga mamimili. Nagbibili rin dito, sa lalong mababang halagá, ng lahat na *especifico* mga kagamitan sa *tocador* at mga piling pabangó na gawa ng mga kilalang magpapabangó sa extranjero.

Baules mundos, Maletas camarote, Maletas de mano, Cabas Sacos para ropas sucias Maletas paraviaje, Correas etc. etc. y muy barato siempre barato en LA PUERTA DEL SOL.

Ang mga isinagót ko sa unang tanong ay náaangkap na rin itugón sa katanungang itó.

Ikatló: Kung ang bata'y madalás na di masok at kadalasa'y náhuhuli sa k'ase, kahit walang gaánong dahilán, upáng mailagang itó, alínalín ang manga paraang dapat isugpô ng isang guro?

Sagót: Upáng mailagan ito'y dapat usisain sa mga magulang ng bata kung bakit ito'y nagkakagayon. Ipakilala sa mga magulang ang kahálagahan ng pagpasok arawrraw at "puntual". Sabihin sa kanila kung gaano ang nawawala sa isang araw na di ipasok ng kanilang mga anak. Pangaralan ang batang gumágawa nito. Hingin ang tulong ng mga magulan sa págpapasok sa kanilang mga anak araw-araw at sa takdan oras.

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Paco Primary School.

Ang Aking Alay.

(Kay Pa.....)

Halika, ligaya niyaring aking buhay,
alin nang kalolowa kong nagdaramdam;
lumapit at tignan ang iniaalay
na pusong mapanglaw
na laon nang sadyang sa iyo y nakalaan
upang mapalagay sa sinapupunan
nang iyong tanging tangkilik at pagmamahal.
Oo! lumapit ka nga't ikaw humilig
sa dib-dib kong sabik sa lihim pag-ibig
sapagka't ito ang siyang nagiing nais
Mulang makita ka.
¿At ikaw ba naman ay may pananalig
na sa tanang babayeng aking namasid
ikaw lang ang tanging tapát na inibig?
Huwag kang tumawa.... huwag kang ngumiti
pagkat sa ngiti mo'y aking nawawari
ang pag aalinglangan at ang tugong "hindi"
na nasa isip mo,
at ibig mamulas sa iyong mga labi
Walin ang agam-agam, ang aking hingi
Buhay ko! ang paglinlang ay di ko gawi
Maniwala ka nga dakilang ligaya
na hantungan nang aking mga pag-asa.
¿Di mo ba talastas pagkabata ko pa
sinta na ikaw?
¿Kung gayo'y bakit nag-aalinlangan ka
inaaring aglahi ang pag babadya
at tinugunan mo ng pabirong tawa?
Huwag Ligaya ko!... huwag mong sugatan
ang pag-mamahal ko ng iyong alinlangan,
sapagkat siyang magiging dahilan ng
mga guniguning
marahil sasapit ang tadhanang araw
na ang iyong pag sinta sa aki'y maaagaw.
Oh! parang bata, palad ko'y tatangisan.
Kaya't tangapin na ang inihahandog
at huwag tangihan ang idinudulot
na pusong inilaan sa iyong pag-irog
na maging dambanan
sa pagsamba sa iyong hindi matapos
at sa pag-lualhating hindi mauubos
hangang ang dugo ko'y sa ugat naanod.

AGAPH-YTO.
Oct. 1909.

ANG PAG A-ALAGA SA MGA HALAMAN

Kalasag sa bagyó ng kinákanlungan
simulâ ng lilim na sinisilungan
ng nangagpapagal sa init ng araw
ito nga ay alin? Ang mga Halaman!
Gagamiting hayag sa boong sinukób
tanging mahalaga kung ito'y mayagót
ng nagtitiyaga'y sa kanya'y magpagód
ito ay di iba,t, ang kahoy sa bundók.
Dahón, bunga, búko, bulaklak at ugát
katawán at punò sampú pa ng balát,
mga pawang gamit sa atin ngang lahat
kayâ ay panahong nga tayo ay magsikap.
Magsikap nga tayo at ngayo'y pilitin
ang pagaalagà sa bawat pananim,
pagkat landás itong tutuntunan natin
ng yaman at sipag na dapat imbutin.
Naito at ngayo'y ipinagdidiwang
italà sa isip at sa gunamgunam
na tayo'y marapat mangagpisanpisan
sa pangangalaga kayangat isigáw:
¡Mabuhay! mabuhay ang mga halaman!
¡mabuhay! mabuhay magpakailan man,
at magpakarami sa sangkapuluan,
sa lupain nating kasuyò ng araw!

Ito'y ibinigkgs sa kaárawan ng "Arbor Day" na idináos sa páaralan ng Bakood, Kabite, ng batang Emilio Torres, at sinulat ng isáng gurô.

Tulang Tagalog

KATAGA NANG KABATAAN.

HANDÓG SA AKING NGA KABABATA.

Tanghali ng tapát: araw na'y palubóg,
ibig nang kumublí sa likód ng bundók
ang hihip ng hangi y handang bumulusok
sa bangín at gubat, sa pasiga't laot...
Mahuhulí ka ná, Binatang Tagalog,
sa araw na itó, kung di ka kikilos...
Huwág móng bayaan lagi ka náng ganyan,
laging nakáhilig at daít sa unan:
magbango't itaás noo mong mayaman
at huwág kumublí sa tampók ng araw
na waláng anó mang buting pakinabang
¡Sayang ang panahon! ¡¡Huwág kang mahibang!!
Binati na kitá sa paghigahigâ
sa pagkakáhimbíng ng puso mo't diwa;

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nguni't hanggá ngayó'y hindi nagkukusang
ibangon ang ulo't bisig ay igawa;
kaya lagi ka nang hikahós sa madlang
kailangan dito sa balát ng lupa.
Ayaw kang kumilos? Makikita mo ri't,
ikaw'y magsisisi ng sising alipin
at di ikaw lamang, kundi patí pa rin
ng mga anák mo at madlang sinupling . . .
Alalahanin mo ang wika ng *Martir:*
«Sa duwág na amá, anák na alipin.»
Maanong sabihin niyang kabataan:
«Magbabangon ako't di palúlupaypáy
«sa ugaling tulóg ng aking magulang
«na inúunós na'y ayaw pang gumaláw,
«at inaapí na'y ayaw pang isigáw
«ang lakás ng matwíd *¡¡¡pagpapantáypantay!!!*...
«Akó nga sa ngayo'y pilit sasalunga
«sa bundók at bangin ng walang pangambá
«pagka't sa panahó t kung laging maaga
«tagumpáy ay labis ni KAWAL PAG-ASA,
«Di ko tutulutang si MAPÁGTAMASA
«ay siyang maghari sa tuwituwina...
«Ako'y ARAW ngayong magbibigay sinag
«sa dating lansangang natakpán ng ulap...
«liwanag ko'y abót sa laong pangarap,
«liwanag ko'y tangláw sa dilím ng gubat
«sa mga nanahak sa mga palanas
«na siyang pag-asa sa araw ng bukas.
«Aking babakasín, kung siyang kaylangan,
«ang daang nilandás ng lahi ko't bayan,
«noong bumalikwás sa kaalipinán
«at nagpakámatáy sa pakíkilaban,
«nagbuhos ng dugo't pinuhuna'y buhay,
«maiwagí lamang ang ating katwiran».
At pag ganitó na ang siyáng nangyari
walang salang dito'y lilipas ang . . . GABÍ
kaya't ¡ikaw bayan! ay magdilidili . . .
biglaing itayo ang isáng haliging
di na bubúkbukín . . . at nang di masisi
niyang mga sanggól na magsísilakí . . .

Reál 464

Maalat 11—X—09 . . . MAN. AGUINALDO MONZON.

PALATHALA

Imus, Kabite, K. P.
Nob. 6, 1909.

Ginoóng Tagapamahala:-

Mangyari nga pong ipálagda mo itong niyari kong ilang salitâ diyan sa iyo pong pahayán.

Kaming mga taga Eskuela Intermedia at Primaria sa Imus, Kabite, sa kaibigáng mágkaroón ng bahay paaralan ng Intermedia, ay nagtiyagâ kaming magsanay ng isáng Drama na may pamagát na Magdarayâ, upáng kug mapalabás ang malilikum ay maiábuloy sa págpapagawa ng nasabing buhay-páaralan.

Pinalabás nga po ang Drama ng ika 30 ng buwang lumipas at nakailák ng halagáng -P-253. Ang palabás po'y pinangesiwaan ng mga Gg. sumusunod:- Makario Tagle (Pangulong Bayan), C. E. Norkman (Supervising Teacher), Ramona P. Tirona (Guró), Constancio S. José (id.), Calixto Javier (id.), Cecilia Ramentilla (id), Lágara Ramentilia (id), Brigida Elises (id.), Agustina Inirug (id.), at ng ilang mga batang nagaaral.

Ang nasabi pong Drama itinanghal ng di boóng kabúsugang, palibhasa'y di bihása ang mga nagsiganáp na mga nagaaral.

Ang gumagalang,
GERTRUDES ABAD,
Pangulo ng Publishing Com. (Fourth Grade).

MAPAPALAD

Dalawampû at dalawang gurô dito sa maynilâ ang nadagdagan ng sahod sapúl ng Octubre.

Sila'y ang mga sumusunód:-

Vicente Acuña ₱ 60, Consuelo Agrava ₱ 70, Engracia Belleza ₱ 80, Tranquilino Buenaventura 120, Francisca Changco ₱ 70, Antonio Cruz ₱ 60, Vicente Diaz ₱ 70, Timoteo Duque ₱ 70, Segundo M. Infantado ₱ 70, Sergio Joya ₱ 80, Vicenta Mata ₱ 90, Natividad Nardo ₱ 70, Pilar A. Nazareno ₱ 60, Juaquin Clero ₱ 50, Rosa Reyes ₱ 60, Grogoria Rodil ₱ 60, María T. Rodil ₱ 60, Alejandro Santos ₱ 60, Miguel B. Santos ₱ 60, Simplicio de los Santos ₱ 80, Eufrosio Vega ₱ 70, Placida Yanizon ₱ 60.

Malugod naming binabatì ang mga kasamaháng ito.

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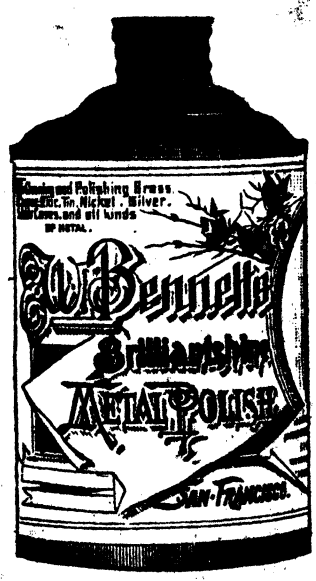

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